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| **Key Priority** – To develop the subject leader role to promote an engaging and well balanced curriculum. **SDP LINK:**  **To develop the subject leader role to promote subject development within the curriculum pathways and monitor its impact.** | | | | |  |
| **Position statement** | | | | |  |
| The primary department has 4 teachers who have subject leader roles. These are Reading (TRL), History (and Makaton TRL), Art. 1 teacher is new who does not have a curriculum area at the moment. | | | | | At |
| **Vision statement** | | | | |  |
| In the first year, teachers will have an overview of their subject (across the school) and should contribute to the design and implementation of the curriculum in the Middle Department.  In second year, teachers will develop their subject area within the middle department ensuring the curriculum is engaging for all pupils. | | | | |  |
| **Outcome** | | | | |  |
| The middle department will have strong middle leaders who are confident leading their subject. | | | | |  |
| **Actions and strategies** | **Timescale** | **Completed by** | **Impact and Evidence** |  | |
| Trial new format of Medium term planning | Autumn Term | Department teachers | **Autumn** - Completed and feedback discussed in department meeting. Teacher felt initial format of copying and pasting meant the document was too bulky and not as useable.  Returned back to original MTP and also a weekly coverage document; one pre-formal and one semi formal to inform coverage, particularly helpful for semi formal classed. |  | |
| Review and adapt where necessary | Autumn/Spring Term | Lead by Tara with department teachers | **Spring** – this term two MTPs were created and contributed to – pre-formal and semi/formal. Teachers contributed to more subjects but with a focus on the appropriate curriculum pathways for their class. Teachers felt this was beneficial and meant documents were more meaningful and useful to inform their planning. |  | |
| Complete audit of resources | Spring Term | Subject leaders | Effie has completed RE audit and produced signing in/out systematic  Tara has sourced additional history resources linked to topic work and is collating resources and compiling signing in /out system  Fiona continually reflects on phonics resources and actions classes requests. Texts for literacy to to stored and kept in department cupboard. |  | |
| Ensure subjects leaders have the opportunity to look at coverage of subject and feedback to department team. | Spring Term | Subject leaders | **Spring** – Subject leaders have been requested to review the their subject coverage in upper school as part of their move to a three year rolling programme and try to ensure appropriate coverage or provide suggestions in order to the rolling programme to be implemented with appropriate coverage.  **Spring 2** – Department meeting scheduled focused on subject coverage within the middle department rolling programme. |  | |
| **Next steps:** | | | | |  |

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| **Key Priority** – To develop the use of TaSSELs and Makaton across the department. **SDP LINK:**  ***To further improve learner access to Alternative and Augmentative Communication (AAC).*** | | | | |  |
| **Position statement** | | | | |  |
| The primary department majority of staff have received Makaton training and use it as part of their daily interactions. PMLD classes are less likely to use Makaton but do use touch cues instead. | | | | | At |
| **Vision statement** | | | | |  |
| In the first year, teachers and teaching assistants will develop their confidence in using Makaton signs linked to curriculums and topics as well as daily routines. PMLD classes will have a consistent approach using the TaSSeLs onbody signing system.  In second year, where applicable students will be able to use Makaton and demonstrate and understanding of TaSSeLs as a communication system. | | | | |  |
| **Outcome** | | | | |  |
| The middle department students will have developed their communication strategies ensuring they have a voice and have more awareness of the receptive communication. | | | | |  |
| **Actions and strategies** | **Timescale** | **Completed by** | **Impact and Evidence** |  | |
| Deliver initial training to Gold and Silver class introducing to alert signal and three signs. | Autumn Term | Emma and Tara | Key signs identified to begin implementing across school and demonstration videos recording and uploaded to shared area for use of staff. Training session deliver by Emma SALT as part of communication training day. |  | |
| Ongoing training sessions to Gold and Silver to continue to embed. | Ongoing | Emma and Tara | Tara to request a Wednesday morning training session at the end of the Spring Term to demonstrate further signs to be used and |  | |
| Sign of the week in assembly. | Ongoing | Teaching staff | This is being carried out in classes to be able to link with topics etc. |  | |
| Makaton leader to complete trainer training. | Spring Term | Tara | **January -** Application for Makaton Pre Course Consultation booked.  **February** – Precourse Consultation completed and passed and booked on course to attend tutor training in May |  | |
| Makaton trainer to provide core vocabulary linked to topics for staff to use in class. | Spring Term | Tara | Class staff are aware they are able to request signs for topic work. Signs have been provided to the music teacher to link with the topic theme as requested.  Weekly demonstration of useful vocabulary being deliver to school team during Friday briefing and displayed in staffroom notice board for the week. |  | |
| **Next steps:** | | | | |  |

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| **Key Priority** – To develop consistent approach to the use of symbols and displays in classroom spaces to support learners with social communication needs. **SDP LINK:**  *To further develop support for learners with social communication needs.* | | | | |  |
| **Position statement** | | | | |  |
| The primary department has mixed classroom approaches to displays and use of symbols. | | | | | At |
| **Vision statement** | | | | |  |
| In the first year, all classes will use the same symbol system which are used in a consistent way  In second year, to develop displays and classroom environment to incorporate symbols and provide a total communication approach. | | | | |  |
| **Outcome** | | | | |  |
| The middle department students will have developed their communication strategies ensuring they have a voice and have more awareness of the receptive communication. | | | | |  |
| **Actions and strategies** | **Timescale** | **Completed by** | **Impact and Evidence** |  | |
| Ensure all symbols used with students are created using Communication in Print software. | Autumn Term | Tara | All classes have now had time to ensure all symbols resources are created using communication in print programme and are consistent. |  | |
| Set a consistent approach to the display of class daily timetables. | Spring Term | Tara |  |  | |
| Carry out a walk in checks or working party to share best practise and ensure consistency. | Spring Term | Tara |  |  | |
| **Next steps:** | | | | |  |

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| **Key Priority** – To develop Phonics curriculum across the department.  **SDP LINK: To develop the communication, interaction and literacy curriculum** | | | | | | | | |  |
| **Position statement** | | | | | | | | |  |
| Teachers and TAs in the department have had phonics training and Read Write Inc has been introduced across the school. This is lead by Fiona Bovingdon who is a teacher within the department. | | | | | | | | |  |
| **Vision statement** | | | | | | | | |  |
| In the first year, we would expect all teachers and TAs to be able to provide an engaging phonics curriculum including assessment and consistency across the department.  In second year, to provide personalised phonics sessions for all children with clear differentiation. | | | | | | | | |  |
| **Outcome** | | | | | | | | |  |
| The Primary department has an outstanding phonics curriculum where all children have the opportunity to learn to read using individualise programmes. | | | | | | | | |  |
| **Actions and strategies** | | | | **Timescale** | | **Completed by** | **Impact and Evidence** | |  |
| Fiona to assess all students in department in order to place into appropriate groups. | | | | Autumn Term | | Fiona | Completed and Fiona gave advice on grouping and what to teach each groups according to assessment data. One student from Green Class attends Pink Class phonics appropriate to needs.  Class teachers completed Autumn assessment and reviewed and actioned by Fiona and teachers. | |  |
| To stream phonics sessions across department. | | | | Spring Term | | Fiona/Tara | Streaming between Pink and Green class has been reviewed following Autumn assessment data and new streaming has been implemented. | |  |
| Identify teachers who are experienced/outstanding in delivering phonics and provide opportunities for peer observations. | | | | Autumn Term | | Fiona |  | |  |
| Plan regular opportunities for phonics leader to meet with teachers and department. | | | | Ongoing | | Tara | Wednesday staff training sessions planned and delivered to teachers and TAs and Thursdays for early phonics to support the pre formal curriculum. Time built into department meetings for Fiona to feedback. | |  |
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| **Next steps:** | | | | | | | | |  |